American Indian / Alaska Native Student Success Plan 2020-2025

FOREWARD

The newly created Office of Indian Education (OIE) at the Oregon Department of Education is pleased to share the new strategic American Indian/ Alaska Native (AI/AN) Student Success Plan. This five-year state plan will guide agency decision-making through 2020-2025. This plan provides our communities with a refreshed mission that centers shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students in the state of Oregon. We grounded this plan with the overarching goal of success for AI/ AN students and out-of-school youth.

Development of the AI/ AN Student Success Plan was a collaborative effort shared by the AI/AN Advisory Committee Members, AI/ AN students and youth, tribes, Oregon Department of Education (ODE) leadership, the Government-to-Government Education Cluster (comprised of appointed representatives from each of the nine federally recognized tribes in Oregon), the general AI/AN community and other committed stakeholders. By engaging the wider community through public community conversations and data analyses, OIE worked to center the voices, needs and experiences of AI/ AN students and youth. The OIE team shared leadership over several months to create a five-year roadmap with set objectives that will improve the ways the Oregon Department of Education supports equity and excellence for each AI/AN student.

In each section, we have identified specific objectives, strategies and key indicators that will allow us to measure the state's progress and prioritize resources in a way that honors our mission, vision and values and centers the communities we serve as a whole.

STUDENT SUCCESS PLAN

The purpose of the American Indian/ Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together to achieve that vision. The AI/ AN Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

Mission for the Office of Indian Education:
The mission of the Office of Indian Education is to support the efforts of local educational agencies, tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/ Alaska Native students; and ensure that all students have the supports needed to be successful.

Vision for the Office of Indian Education:
Our traditional Native cultures and values are the foundations of our learning, therefore, the Office of Indian Education shall:
- Promote the understanding and use of educational sovereignty;
- Support use of traditional knowledge and language;

- Improve educational opportunities and results in our communities; and
- Continue to support individual identities of our Native students and youth.

SHARED HISTORY

The historical legacy of education and its efforts for the sovereign tribal Nations in the state of Oregon spans across hundreds of years and largely has been an adversarial topic until recently.

The United States has a unique federal trust responsibility noted by the Supreme Court in the United States v. Mitchell, 1983 which stems from the treaties signed between sovereign tribes and the U.S Government in the 1800s. The treaties signed between the U.S Government and tribes provided provisions outlined by the government that promised tribes access to education largely in exchange for land and rights.

Starting in 1860, military-based facilities were rehabilitated into boarding schools for Native American children. In addition to these government-run boarding schools, church-based mission schools became the standard for government-provided education for tribes. Government policy allowed children to be forcibly removed from their homes and communities. They were sent to boarding schools often located thousands of miles away. These schools were grossly underfunded, overcrowded and poorly maintained. These conditions were documented in the Meriam Report in 1928 and in 1969, and the Kennedy Report titled Indian Education: A National Tragedy - A National Challenge. Sadly, 88 years later, President Obama released the 2014 Native Youth Report and the conditions have not changed for our American Indian/Alaska Native youth who experience institutional challenges and barriers to accessing educational opportunities.

It is documented that the forcible removal of Native American children from their families and their communities was a deliberate process of assimilation. On arrival at school, children's hair was cut, their traditional clothing removed, and their Native languages forbidden. Children as young as four years of age endured rampant emotional, physical, sexual and mental abuse, and many children died [1] while in the care of boarding schools.

Currently, policymakers and leaders recognize the trauma that children and communities have faced as a result of these assimilation policies moving towards strengthening better educational policies and practices through Government-to-Government relationships at the federal, state and tribal levels.

SHARED FUTURE

In 2011, the State of Oregon enacted legislation (ORS 350.014) that created the 40-40-20 goal for Oregon's educational achievement that by 2025:

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[1] "Education Death by Civilization" published in The Atlantic , March 8, 2019

- 40% of Oregonians will complete a 4-year degree,
- 40% of Oregonians will complete a 2-year degree or certificate, and
- 20% will earn a high school diploma or the equivalent.

In 2013, the Oregon Department of Education hired 1 full-time staff dedicated to support the 40-40-20 goal for American Indian / Alaska Native (AI/ AN) students. In 2014, ODE brought together the American Indian / Alaska Native Advisory Panel, a panel of 29 members representing tribes, school districts, early learning programs, postsecondary Institutes, Tile VI Indian Education, non-profit organizations, community-based organizations, and AI/ AN communities from across the state.

Over a nine-month collaborative process, the Advisory Panel members provided feedback and guidance in order to update the state's 20-year old American Indian/Alaska Native Education State Plan. The plan generated by the American Indian / Alaska Native Advisory Panel was approved by the State Board of Education. It included 11 state educational objectives with accompanying strategies and measurable outcomes extending efforts through the 2015-2017 academic year. In 2016, ODE hired an additional Education Specialist.

In 2017, the Advisory Committee began updating the plan and its objectives. It is important to recognize that over 20 years ago, the Oregon American Indian / Alaska Native Education State Plan was originally approved by members and educators within American Indian and Alaska Native communities, the State Board of Education, and staff of the Oregon Department of Education. This newly revised plan, outlined in the document below, honors this previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon. The plan is the product of this process and is a road map for state efforts to improve opportunities and outcomes for AI/ AN students in Oregon.

The AI/ AN State Advisory Committee on Indian Education strategically aligned the plan with the ODE's strategic goals and key initiatives, including boosting attendance and graduation rates for American Indian / Alaska Native students, providing culturally relevant professional development for school district staff, increasing recruitment and retention of Native teachers, and implementing historically accurate, culturally-embedded Native American curriculum and instructional materials across the K-12 system.

In September 2017, the American Indian / Alaska Native Students In Oregon: A Review of Key Indicators[2] report was published. The primary data source for this report is available on the ODE website at Reports and Data. This data was utilized to drive discussions and create objectives outlined in the revised 2018-2023 American Indian Alaska Native Education Plan. It is important to recognize, these objectives are not all inclusive but a guide to improve educational outcomes including system improvements for our AI/AN students.[3][1]

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[2]

[3][1] *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators,* Oregon Department of Education September 2017. http://www.oregon.gov/ode/reports-and-data/researchbriefs/Documents/Internal/American_Indian_Alaska_Native_Students_In_Oregon.pdf

During the 2019 legislative session, the American Indian / Alaska Native Student Success plan was codified into law under the [Student Success Act.](#)

All objectives outlined in this plan is an overarching effort to increase graduation rates for AI/AN students in which these students and youth meet and exceed statewide averages for all students and youth.

SHARED LEADERSHIP

The AI/AN State Advisory Committee on Indian Education was created to advise the Oregon Department of Education on educational matters affecting American Indian and Alaska Natives, with a focus on the following priorities:

- American Indian Student Success Outcomes
- Increase Graduation, increase achievement by closing opportunity gaps, increase attendance, and address disproportionate discipline
- Diversity educator advancement, recruitment and workforce development
- School, district, community, tribal support and engagement
- Professional development
- Curriculum and instructional development

The AI/ AN State Advisory Committee provides guidance, input, advocacy and recommendations on policy, rules and legislation related to Indian Education. They recommend goals and measurable objectives for the American Indian/ Alaska Native Student Success Plan to implement by the Oregon Department of Education. The State of Oregon has long recognized and emphasized the importance of continued communication and partnership with the nine federally recognized sovereign tribes in Oregon, so the Government-to-Government Education Cluster organized under the Governor's Executive Order No. 96-30: State/ Tribal Government-to-Government Relations provide approval to the Advisory Committee.

The AI/ AN State Advisory Committee includes 18 designated representatives from:
- Oregon's nine (9) Federally-recognized tribal governments
- Metro/Urban (Portland, Salem, Beaverton, Eugene/Springfield)
- Rural Title VI representative
- Early childhood representative
- Higher education representative
- Oregon Indian Education Association (OIEA)
- At-large representation

Current 2020 AI/AN State Advisory Committee on Indian Education Members

Last Name	First Name	Employer	Tribal Affiliation
Bahe	Vanessa		Burns Paiute Tribe
Beers	Jesse		Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians
Bettles	Julie		Klamath Tribes
Butterfield	Robin		Winnebago/ Chippewa
Culbertson	Brandon		Northern Arapaho/ Fort Peck Tribes
Henderson	Tamara (Chair)		Laguna Pueblo
Henry	Sandy		Cow Creek Band of Umpqua Tribe of Indians
Hess	Will		Klamath Tribes
Hunt	Tammie		Cow Creek Band of Umpqua Tribe of Indians
Jones	Mercedes		Confederated Tribes of Grand Ronde
Kosey	Sally		(Alternate) Confederated Tribes of the Umatilla Indian Reservation
Mansayon	Chris	Western Oregon University	Confederated Tribes of Grand Ronde
Minthorn	Modesta		Confederated Tribes of the Umatilla Indian Reservation
Minthorn	Scott		(Alternate) Confederated Tribes of the Umatilla Indian Reservation
Moody-Jurado	Sonya		Confederated Tribes of Siletz Indians
Morrill	Angie	Portland Public Schools	Klamath Tribes
Sabzalian	Leilani	University of Oregon, Springfield Title VI	Alutiiq
Smoker-Broaddus	Mandy	Education Northwest	
Switzler	Valerie		Confederated Tribes Of Warm Springs
Wheeler	Bridgett		Coquille Indian Tribe
Youngman	Beverly		Confederated Tribes of Siletz Indians

Current 2020 AI/AN State Advisory Committee on Indian Education Contributing Members

Last Name	First Name	Employer	Tribal Affiliation
Butler	Angie	Oregon Health Authority	N/A
Campbell	April	Oregon Department of Education	Confederated Tribes of Grand Ronde
Garcia	Shadiin	Oregon Department of Education Educators Advancement Council	The Pueblo of Laguna
Halcomb	Ramona	Oregon Department of Education	Confederated Tribes of Umatilla Indian Reservation
Minahan	Trinity	Oregon Department of Education	Confederated Tribes of Siletz Indians
OtherBull	Deleana	Oregon Department of Education	Crow Nation / Northern Cheyenne
Pearson	Lindsey	Oregon Department of Education Early Learning Program	N/A
Rivera-Lindstrom	RudyAnn	Higher Education Coordinating Commission (HECC)	N/A
Rosilez	Tony	Teacher Standards and Practices Commission (TSPC)	N/A

GOAL 1	AMERICAN INDIAN AND ALASKA NATIVE STUDENT SUCCESS

All students enrolled in early learning programs, school districts, and post-secondary institutions in Oregon are engaged and empowered through relevant, rigorous learning opportunities that foster equity and excellence so that AI/AN students can succeed.

IDENTIFICATION

According to the latest *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators Report,* in 2018-2019 Oregon reported 7,101 students as AI/AN – Alone representing

a 1.2 percent of students enrolled in Oregon public schools. However, being inclusive of AI/ AN students who additionally identified as Latino/a/x or Multi-Racial, the numbers of AI/ AN combination students increased enrollment to 53,159, representing 9.2 percent of students enrolled in Oregon. ODE reports that this is the fifth year of decline for AI/ AN identified students in Oregon that accounted for a decrease of 11 percent of enrolled students from 2014-2015.

OBJECTIVE 1: Adopt and support increased accuracy for the identification criteria of AI/ AN students enrolled in early learning, K12, and post-secondary institutions.	
OVERARCHING STRATEGY: Support systems and advocate for processes that lend to the accurate identification of AI/ AN students in school districts and institutions of higher education.	
Action	Benchmarks
Identify existing practices that cause AI/ AN students to be erased. Highlight promising practices of positive identification of AI/ AN students identified through internal review that support increased and accurate numbers of AI/ AN students in early learning, K12 and post-secondary institutions.	● Increased research on how AI/ AN students are being identified, including the focused school districts that are reporting the highest number of AI/ AN students, strategies for identifying, and descriptions of varying numbers of all AI/ AN students identified.
Provide recommendations and guidance to school districts and ODE on best practices for identification of AI/ AN students in early learning, K12, and post-secondary institutions.	● Compilation of best practices for accurate identification. Provide summary of recommendations
Provide policy recommendations to ODE that will give guidance to school districts to adopt new identification criteria to accurately account for AI/ AN students.	● Finalized, new policy for district level practices that accurately identify AI/ AN students.
Develop guidance, communication tools and supports for AI/ AN students, families, tribes and communities on identification of AI/ AN students in the K-12 system.	● Guidance document and supports for districts to utilize during registration processes.

EARLY LEARNING

Oregon's Early Learning Programs provide opportunities to foster the development of preschool aged children and promote their school readiness. It is the goal of the Office of Indian Education to increase AI/ AN families' access to high quality, community-based early learning programs to support the learning and development needs of young children.

OBJECTIVE 2: Increase access to high quality, community-based early learning programs that create and utilize culturally supportive environments that prepare AI/ AN students for kindergarten.	
OVERARCHING STRATEGY: Support systems and advocate for processes that establish the successful recruitment of AI/ AN enrollment into early learning programs that are culturally responsive, inclusive, developmentally appropriate and seek to increase successful transitions from early learning to kindergarten.	
Action	**Benchmarks**
Identify existing promising practices of enrollment of AI/ AN students in early learning and support initiatives for AI/ AN students under the *Raise Up Oregon: A Statewide Early Learning System Plan.* Identify what is currently being done and how it is measured under current ODE state plan.	• Guidance document on promising practices of enrollment of AI/ AN students in early learning programs. Provide recommendations.
Increase AI/ AN Early Learning educators and personnel in early learning programs. Identify and provide guidance and recommendations for diversifying the early learning teacher prep programs and improving cultural responsiveness in schools.	• Increased numbers of AI/ AN personnel in Oregon Early Learning Programs. Recommendations for Early Learning Programs that include strategies and supports for culturally responsive environments for AI/ AN students.
Set aside funds to propel AI/ AN family engagement and build strong, effective partnerships with AI/ AN families. Create and deliver workshop offerings and resources to support AI/ AN parents and guardians on a variety of topics that clarify the benefits of early learning.	• Funds Identified and allocated to programs. Workshop materials. Lists of prioritized sites and evaluations of workshops delivered.

AI/AN DISCIPLINE INCIDENTS

AI/ AN students' physical, social, mental, emotional, and cognitive development in K-12 are vital as they navigate through their educational journeys. It is documented and researched that students are more successful when they have social-emotional wellness support and balance through supporting positive behavioral health, healthy lifestyles, safety and a connection to culture. Implementation of this support will allow AI/ AN students to thrive.

For the 2018-2019 school year, nine (9%) percent of AI/ AN – Combination students received one or more discipline incidents during the school year while 6.3 percent of Non – AI/ AN students received (one or more discipline incidents). The highest rate of discipline incidents is among AI/ AN – only students with 12.8 percent of students having one or more discipline incidents in 2018-2019. This demonstrates that AI/ AN students experience disciplinary incidents disproportionately more than their non-Native peers. Many of the justifications for

disciplinary incidents are subjective and open to interpretation. For example, minor misbehavior of a student may be met with the student being removed from the classroom for the day at the full discretion of the teacher.

Action	Benchmarks
OBJECTIVE 3: Decrease the occurrences and over-representation of AI/ AN students experiencing academic suspensions, expulsions or pushouts.	
OVERARCHING STRATEGY: Enhance social-emotional wellness and balance for AI/ AN students by supporting positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/AN students can thrive.	
OIE will review disciplinary policies, practices and AI/ AN data within targeted districts. A framework will be developed so that OIE can make recommendations. The review will identify exclusionary disciplinary practices involving students of color (especially AI/ AN) and differently abled students in order to highlight recommendations for improving district policies and practices.	- Framework developed. Review of disciplinary practices and policies adopted by school districts. - Focus on districts with AI/ AN students. - Recommendations for improving disciplinary policies and practices - Provide guidance to districts on trauma-informed practices that are culturally responsive to the needs and experiences of AI/ AN students and their families.
Set aside funds to support AI/ AN family engagement and community involvement opportunities. Identify best practices for improving family, community and tribal engagement.	Summary of community engagement gatherings, including number of participants, training agendas, powerpoint (visual) presentations, materials, and evaluations
Set aside funds to create and expand opportunities for Family Mentoring Programs that will help guide families in improving ways they can recognize their strengths and expand their resilience.	Summary of family mentoring programs, including focused districts, mentoring materials, and schedules of gatherings and evaluations.

ATTENDANCE

After the release of the Condition of Education for Oregon's Tribal Students in January 2013, a study from the Chalkboard Project and the Government-to-Government Education Cluster,

created a Policy Option Package (POP) to solicit state funding to reduce chronic absenteeism of American Indian/ Alaska Native students. Improving attendance was a goal in the last AI/ AN State Education Plan. The Oregon legislature set aside resources to operate the Tribal Attendance Pilot Program (TAPP) projects to reduce chronic absenteeism of native students in nine preselected Oregon school districts. Following a successful pilot, TAPP was reauthorized for the 2017-2019 and 2019-2021 biennial periods. In 2019, TAPP's name was updated to Tribal Attendance Promising Practices to better reflect its metamorphosis.

Over the last five years the percent of AI/ AN – Combinations students on-track to graduate by the end of their ninth-grade year has increased from 68.6 percent in 2014-15 to 76 percent in 2018-19. The greatest increase however is observed among AI/ AN – Alone students on-track to graduate which went from 59.6 percent in 2014-15 to 71.7 percent in 2018-19 representing a 12-point increase. This is correlated with reduced chronic absenteeism, as prior to TAPP funding the percent of AI/ AN – Alone students had a 33% chronic absenteeism rate compared to a rate of 19% by their peers.[4]

OBJECTIVE 4: Increase attendance and graduation rates of AI/ AN students in Oregon.	
OVERARCHING STRATEGY: Cultivate a culture where AI/ AN students and families are welcomed at schools. Schools embrace culturally appropriate practices.	
Action	Benchmarks
Implement comprehensive projects that center Tribal Attendance Promising Practices strategies for AI/ AN students. TAPP's efforts are school-wide so all students have the potential to benefit from these strategies.	● Research the possible expansion of TAPP's 9 preselected districts to serve urban districts with the highest number of AI/ AN students; and confirm these districts have the capacity to support TAPP.
Support districts' collaboration with tribes and cultural organizations to identify and advocate for culturally responsive approaches to increase both attendance and graduation rates.	● A framework will be developed to review AI/ AN student absences related to cultural activities and culturally related absences across districts. Recommendations will be brought before the SBE for consideration and guidance provided to districts.
Share and disseminate culturally relevant best practices and strategies for closing the opportunity	● Facilitate opportunities to strengthen collaboration between districts and tribes to

[4] *American Indian / Alaska Native Students In Oregon: A Review of Key Indicators,* Oregon Department of Education September 2017. http://www.oregon.gov/ode/reports-and-data/researchbriefs/Documents/Internal/American_Indian_Alaska_Native_Students_In_Oregon.pdf

gap for AI/ AN students reflected in increasing attendance and graduation rates.	implement culturally relevant promising practices.
Identify and review district attendance policies with higher numbers of AI/ AN enrollment and the policies impact on AI/ AN students who experience chronic absenteeism.	• Support and build the capacity of family advocates which have deep local connections to create school-wide initiatives to reduce chronic absenteeism and inform school communication and other policies.

TRANSITIONS

AI/ AN students who feel connected and socially represented within their schools and classrooms are more likely to engage and to learn. Students' transitions between schools — whether transitioning from pre-k to kindergarten or advancing to middle or high school or transferring between schools — can disrupt their sense of connectedness to their peers, teachers and school. Intentional planning to support students' transitions can make the critical difference for student success.

Being proactive in supportive planning to identify and implement successful transitions for AI/AN students to kindergarten, middle school, high school, and post-graduation, provides a foundation for lifetime success.

OBJECTIVE 5: Increase the occurrences of successful student transitions at all levels.	
OVERARCHING STRATEGY: Enhance social-emotional wellness and balance for AI/ AN students through positive behavioral health, healthy lifestyles, safety and a connection to culture so that AI/ AN students can thrive through transitions at critical points in their education.	
Action	**Benchmarks**

OIE will develop a framework to review transition policies and practices on focused districts. OIE will review AI/ AN data and make recommendations for improving transitions for AI/ AN students. Engage family, community and school staff in improving AI/ AN student success with transitions. Provide support so that AI/ AN students complete transitions efficiently and effectively, including those transitioning between schools. Set aside funds to target AI/ AN transition programs that increase the number of successful transitions for AI/ AN students that are informed by high-quality data.	● Transitions framework completed. ● Recommendations established. ● Targeted school districts identified. ● Supports for AI/ AN students provided during specific transitions. Evaluations completed for identified programs. ● Grant programs established and sites funded, implemented and evaluated.
Support early identification of AI/ AN student strengths and challenges at critical transition points so students may transition ready to learn and with a cognitive foundation that prepares them for the future through school practices, educational support and research-based experiences that advance total well-being. Set aside funds to support AI/ AN transition programs that increase the number of successful transitions for AI/ AN students that are informed by high-quality data and advances them towards readiness for success in career, college and community.	● Early identification of AI/ AN student strengths and challenges at critical transition points are completed. ● Grant programs established and sites funded, implemented and evaluated.
Create guidance on promising practices for early learning programs and school districts to implement high-quality, culturally responsive intervention for transition planning at all levels for AI/AN students. Set aside funds to support AI/ AN student early intervention for transition planning and support	● Early Learning Grant Programs with an emphasis on efforts that are culturally responsive, inclusive, developmentally appropriate and seek to increase successful transitions are established: sites identified, funded, implemented and evaluated.

POST-SECONDARY AND CTE ENROLLMENT

Enrollment in K-12 pathway programs can increase student engagement and support long-term AI/AN student success. The Office of Indian Education (OIE) seeks plans that increase the career and college readiness of high school graduates through postsecondary and Career and Technical Education (CTE) Enrollment. CTE provides students of all ages with the academic and

technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

For AI/AN – Combination students, 56.07 percent were enrolled in a post-secondary institution within 16 months of their graduation from high school in 2016-2017. This compares to 65.05 percent for Non–AI/AN students from the same graduating year.

The new goal, approved by the [Higher Education Coordinating Commission (HECC)](#) states that, "Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade."

OBJECTIVE 6: Increase enrollment and access for AI/ AN students in post-secondary education, career and technical education programs, and career readiness.	
OVERARCHING STRATEGY: Foster strength-based approaches for AI/ AN students for college and career readiness that increase student engagement, empowerment and success in relevant, cultural learning opportunities.	
Action	**Benchmarks**
Identify existing and promising practices for the enrollment of AI/ AN students into post-secondary institutions and CTE programs. Set aside funds to support AI/ AN student college and career readiness programs.	● Existing and promising practices for the enrollment of AI/AN students into post- secondary institutions and CTE are identified. ● Grant programs for expanding AI/ AN students in college and career readiness strategies are established.
Encourage and incentivize districts and schools to provide opportunities for AI/ AN students to visit post-secondary institutions and learn more about available career and technical education programs. Set aside funds to send AI/ AN students to college and career readiness programs.	● Incentives for districts and schools are implemented. Grant programs for expanding AI/ AN student visits to college and career and technical education programs are established. Set aside funds for college prep for AI/ AN students that include support for college admission, scholarship applications, FAFSA and testing.
Set aside funds to create and strengthen college, career and technical education programs in tribal communities for AI/AN students.	● Exemplary AI/AN student college, career and technical readiness programs.

Expand outreach that centers CTE and the Perkins Plan (targeted outreach and relationship building among the tribes with CTE).	• AI/ AN student career and technical readiness programs help students graduate from high school with a minimum of 3 college credits.

GOAL 2	EDUCATOR SUCCESS

All educators and staff at early learning programs, school districts, and post-secondary institutions have a high-performing culture where employees have the training, support and professional development to contribute effectively to AI/AN student success.

Research from the Oregon Indian Education Association and the National Indian Education Association demonstrate that competent and committed teachers have the greatest influence on AI/AN student achievement beyond the students' families. The Office of Indian Education knows the primary strategy to recruit and retain committed teachers must be done by supporting teachers preparation programs and professional licensure that include coaching and mentoring so that they are successful in the classroom with their students.

OBJECTIVE 1: Develop and grow staff and educators to support AI/ AN student success.

OVERARCHING STRATEGY: Through culturally relevant professional development and technical assistance opportunities to districts, schools have a supportive culture where employees have the training, support and professional development to contribute effectively to AI/ AN student success.

Action	Benchmarks
Ensure that educator certification processes result in educators who understand Essential Understandings regarding tribes in Oregon. Support funding to diversify the educator workforce and improve cultural responsiveness in schools by collaborating with the Teacher Standards and Practices Commission (TSPC) during recruitment phases.	• OIE supports TSPC strategies to recognize cultural responsiveness in teaching, including a certification process that supports AI/ AN student success.

Create guidance and recommendations for the coordination and delivery of AI/ AN professional development and technical assistance for districts	● Examples of the professional development delivered to school districts.

OBJECTIVE 2: Increase the number of AI/ AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/ AN student population.	

OVERARCHING STRATEGY: Foster strength-based approaches for educators and staff at early learning programs, school districts, and post-secondary institutions to embrace a high-performing culture of equity and excellence that center AI/ AN student success.	
Action	**Benchmarks**
Identify existing and promising practices of positive identification of AI/AN teachers, paraprofessionals, and administrators in early learning, K12, and post- secondary institutions. Provide recommendations and guidance to Higher Education Coordinating Commission (HECC) and ODE on identification gaps. Explore options for creating an online job bank for AI/ AN teachers seeking employment in Oregon school districts. Set aside funds to develop a website that allows schools to search for AI/ AN students.	● List of Promising practices. ● Summary of exemplary programs funded. ● Online job bank created.
Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs that include practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3) and the Educator Advancement Council. Support the Educator Advancement Council in advocating for lowering the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships to help AI/ AN students navigate the complicated journey through preparation, licensure, job search and employment in Oregon's educator workforce.	● Increased numbers of AI/ AN persons who enroll in Educator Preparation Programs
Increase the retention of AI/ AN personnel in schools by creating a support network.	Provide recommendations and guidance to HECC on best practices within Oregon

	and other states for recruiting and retaining AI/ AN teachers and personnel.

OBJECTIVE 3: Foster and support the capacity of Title VI educators.

OVERARCHING STRATEGY: Create intentional strategies designed to reduce professional isolation, foster greater collaboration, and spread the expertise and insights of individual Title VI educators throughout the state.

Action	Benchmarks
Support Title VI Indian educators with professional learning/exchange of best practices.	- Quarterly meetings with Title VI Indian Educators - Identify and monitor AI/ AN student learning needs - Title VI Peer review/constructive feedback of their colleagues' program - Collaboratively develop and refine instructional techniques - Refine the support strategies used to help AI/ AN students
Support a professional learning environment for Title VI Indian Educators.	- Co-create protocols—a set of parameters and guidelines developed by Title VI Indian Educators—to structure group conversations and help keep the discussions focused and productive - Create a repository of research-based resources for working with AI/ AN students
Support strategies to improve AI/ AN student outcomes.	Assist Title VI Indian Educators in developing materials to help schools increase Native culturally relevant and Trauma-Informed practices

GOAL 3	CURRICULUM SUCCESS and SUPPORTING INDIGENOUS LANGUAGES

All educators and staff at school districts are supported with the training, support and professional development to effectively implement Senate Bill (SB) 13, known as Tribal History/ Shared History, in their classrooms at all grade levels.

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/ Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally-recognized tribes in Oregon to create individual place-based curriculum.

American Indian tribal languages have been spoken in Oregon since time immemorial and are still spoken today. As original native speakers age, there is urgency to ensure the preservation and maintenance of heritage languages spoken within each of Oregon's nine federally-recognized tribes.

OBJECTIVE 1: Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. This curriculum will be aligned with the national and state standards and will create opportunities to expand those requirements across multiple content areas.

OVERARCHING STRATEGY: Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/AN culturally responsive professional learning that will provide overview of the *Essential Understandings of Native Americans in Oregon* of Senate Bill 13 to allow for implementation.

Action	Benchmarks
Provide SB 13 Tribal History/Shared History Train-the-Trainer trainings to educators	● Train the Trainer trainings for SB 13 and a resource directory of teachers who implement lesson plans in their classrooms.
Provide professional development and technical assistance opportunities to districts and educators that center AI/ AN culture, language and learning across multiple content areas of SB 13. Create recommendations and guidance for districts on oversight and intervention for teachers needing professional development and TA.	● List of professional development and technical assistance opportunities to districts and educators that center AI/ AN culture, language and learning across multiple content areas of SB 13. ● Recommendations and guidance for districts.
Finish and release the remaining curriculum lesson plans in English Language Arts, Physical Education/ Health Education, Math, Science, and Social Sciences	● By 2025, all AI/ AN lesson plans available for all grade levels to implement.

Grade 4 (4), Grade 8 (7) and Grade 10 (6). for 4th, 8h and 10th grades	
Curriculum adapted for accessibility (accessibility for students and educators who are blind and deaf).	● By 2025, all lesson plans will be available and adapted for accessibility.

OBJECTIVE 2: Every Early Learning Program in Oregon implements lesson plans on historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials by 2025.

OVERARCHING STRATEGY: Educators (administrators, teachers, paraprofessionals, all support staff, school boards) will receive AI/ AN culturally responsive professional learning that will cover the *Essential Understandings of Native Americans in Oregon* of Senate Bill 13 to allow for implementation.

Action	Benchmarks
Create a lesson plan that can be utilized in Early Learning Programs that support the SB 13 Tribal History/ Shared History	● A lesson plan created by 2025 that is specifically tailored to early learning programs.
Provide professional development and technical assistance opportunities to early learning educators that center AI/ AN culture, language and learning across multiple content areas of SB 13 in anticipation of the roll-out of the early learning lesson plan.	● List of Early Learning educators adequately prepared to implement lesson plans in their classrooms and training and technical assistance will be provided.
Provide resources and support to tribes to develop their own place-based Early Learning curriculum. Set aside funds to assist tribes to develop their own place-based curriculum and provide capacity building support for the creation of the curriculum	● Early Learning AI/ AN place-based curriculum developed.

OBJECTIVE 3: Conduct assessment of the status of American Indian languages among the nine federally recognized tribes in Oregon for educational, cultural and heritage purposes, provide training and support for Native language speakers to become licensed to teach in Oregon and develop individual tribal plans for integration of heritage language programs into curriculum and other community education.

OVERARCHING STRATEGY: As each tribe's language program is at varying stages of development, the request will provide opportunities of support to tribes 1) in creating needs assessment and 2) identification of support needs/ resources to support existing Native Speakers and educational pathways.

Action	Benchmarks

The Oregon Department of Education (ODE) would partner with NILI to support the development of an individual language needs assessment with each of the nine federally recognized tribes in Oregon.	• Completed assessments submitted from each tribe.
ODE would partner with NILI to provide training and technical assistance to Native language speakers seeking licensure through Oregon's Teacher Practice and Commission. ODE would partner with Educator Advancement Council to assist native language speakers in gaining licensure and creating pathways for Native language speakers to teach Native languages in classrooms.	• Identify levels of support needs of each tribe. • Creation of Indigenous Language pathways.

GOAL 4	SUCCESSFUL ECOSYSTEMS OF SUPPORT

Successful ecosystems of support must rise to meeting the challenges that our AI/AN students, their families and communities face today in order to ensure the success of our students. These ecosystems call to our creativity in our approaches to teaching, learning, leading, and problem solving. The Office of Indian Education must center the social needs of AI/AN students, community partners, and financial resources to support student success. And it must provide office operational supports that are efficient and transparent to provide a high level of service and accountability.

OBJECTIVE 1: Continue to build internal ODE capacity by strengthening the organizational infrastructure and strategies of the Office of Indian Education to meet the needs of the student success plan.
OVERARCHING STRATEGY: Increase staffing to increase support to schools, students and families, Title VI programs, federally-recognized tribes in Oregon, and AI/ AN communities.

Action	Benchmarks
Hire staff for the OIE office to meet key deliverables in student success plan.	• Staff will be hired to support all aspects of implementation of the AI/AN Student Success Plan.
Increase awareness and support to the Advisory Committee and provide meetings for the committee.	• Support facilitation of meetings and continued implementation of the AI/AN charter.

Provide accountability, transparency and reports from OIE to key stakeholders.	▪ Annual Report to the State Board of Education. ▪ Annual Report to Gov to Gov. ▪ Annual report to Legislative Commission on Indian Services.

OBJECTIVE 2: ODE, ELD, YDC, EAC, HECC, and TSPC will strategically invest and collaborate with federally-recognized tribes in Oregon, Native/ Indian organizations, Title VI Programs, and AI/AN community programs to implement, support, and further the AI/ AN student success plan	
OVERARCHING STRATEGY: Strategically invest and collaborate to further the AI/ AN student success plan through shared planning and support for AI/ AN students.	

Action	Benchmarks
Realign professional development resources to support student success objectives by prioritizing collaborations that strengthen teacher development, teacher recruitment and teacher retention. Set aside funding to support professional development resources for teacher prep programs and accountability.	● AI/ AN educators' support networks/ activities as well as career advancement opportunities are developed.
Increase commitment and support to diversifying the educator workforce and improving cultural responsiveness in schools for AI/ AN educators on the front end of teacher recruitment and retention. Data will be reviewed at the district level and documenting progress of current initiatives that are being used to recruit AI/ AN educators. Recommendations will be provided for new statewide investments in teacher recruitment and retention	● Promote YDC's funding programs that strategically support and invest in the overarching goal of supporting the success of AI/AN students.
Support the Educator Advancement Council in advocating for lowering the cost of teacher preparation by targeting increased funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships, as well as help AI/ AN students to navigate the complicated journey through preparation, licensure, job search, and employment in Oregon's educator workforce. Set aside funding to support access and assist AI/ AN students to pursue teacher prep programs.	● Funding is made available and dispersed to support access for AI/ AN students in pursuing teacher prep programs. ● List of increased numbers of Native students becoming teachers.

OBJECTIVE 3: Work with community partners, tribes and school districts to address adverse childhood experiences by developing protective factors needed for positive academic and health outcomes, which will result in higher rates of graduation and fewer behavior related interventions.
OVERARCHING STRATEGY: Intentionally create balance needed for AI/ AN students to maintain resilience and social-emotional wellness. Support positive behavioral health outcomes, encourage healthy lifestyles, promote cultural awareness and community involvement needed for students to thrive.

Action	Benchmarks
The Oregon Health Authority (OHA) has shared a resource guide for the Student Success Act (Centering Mental and Behavioral Health). OIE will support this resource.	● The resource guide will be supported.
Provide professional development and technical assistance opportunities to educators that center the balance needed for AI/AN students to maintain resilience and social-emotional wellness within schools and community.	● OIE advocates for behavioral health support through a continuum of care model that supports prevention, intervention and recovery services for AI/AN students.

OBJECTIVE 4: Support Government-to Government (G2G) relationships between ODE and federally-recognized tribes in Oregon through tribal consultation and communication.
OVERARCHING STRATEGY: Build and sustain meaningful relationships to encourage tribal education sovereignty through cyclical consultation and communications involving high level strategies.

Action	Benchmarks
Support tribal consultation between ODE, school districts and federally-recognized tribes in Oregon by expanding capacity for meaningful consultation. OIE will develop and update annually a tribal consultation guide for districts.	● Updated annual tribal consultation guide. Consultations and facilitated communications will be done as requested. ● OIE will attend meetings with school districts as requested.
Support government-to-government relationships and consultation between ODE and federally-recognized tribes in Oregon.	● OIE will attend G2G quarterly meetings and serve as a conduit through which concerns are channeled through the Tribal Education Cluster to the appropriate ODE entity.
Support meaningful community conversations between federally-recognized tribes in Oregon and ODE that lend to strengthened collaborations.	● OIE will serve as a point of access for tribes to find out about ODE programs and other

	resources; and serve as a catalyst for bringing about change where change is needed.

1.	**COMMUNITY PARTNERS**

Knowing many partners outside the K12 systems impact our AI/ AN students. We anticipate working with the following partners to realize the objectives and strategies outlined in this plan.

State Agencies		
Early Learning Division	Oregon Department of Transportation	Regional 12 Headstart
Higher Education Coordinating Commission	Oregon Health Authority	Teacher Standards and Practices Commission
Oregon Early Learning Division	Oregon Housing and Community Services	The Educator Advancement Council
Oregon Department of Education	Oregon Youth Authority	The Oregon Educator Equity Advisory Group
Oregon Department of Human Services	Oregon Youth Development Division	
Tribal Nations		
Burns Paiute Tribe	Confederated Tribes of Siletz Indians	Coquille Indian Tribe
Confederated Tribes of Coos, Lower Umpqua, and Siuslaw	Confederated Tribes of the Umatilla Indian Reservation	Cow Creek Band of Umpqua Tribe of Indians
Confederated Tribes of Grand Ronde	Confederated Tribes of Warm Springs	The Klamath Tribes
Non-Profits		
ChalkBoard Project	Native American Youth and Family Center	

Education Northwest	Oregon Indian Education Association	
National Indian Education Association		